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ABSTRACT

This guide is a statement of policy and guidelines on family life and sex education devised by the Illinois State Board of Education to aid local boards of education, school administrators, and community groups in developing and implementing new programs or extending existing programs. A statement of policy including purpose, programs, and implementation is presented. An introduction delineates the Illinois Sex Education Act. The legal basis for family life-sex education is detailed in terms of 17 practical guidelines for family life-sex education programs, e.g., how to plan a program, whom to involve in the community, and how to make the program a continuous process. In addition, 24 general objectives for family life-sex education, e.g., understanding the significance of family life, understanding love as a constructive force, and developing positive attitudes of self-worth, are listed. Appendix A includes criteria for selecting printed and audio-visual sex education instructional materials as well as sample forms for evaluating these materials. Appendix B includes the Illinois Sex Education Act and a list of members of the Illinois Sex Education Advisory Board. Although geographically specific, these materials could serve as a model for the development of similar guidelines. (Author/PAS)

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POLICY STATEMENT AND GENERAL GUIDELINES ON FAMILY LIFE AND SEX EDUCATION

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Issued by the

Illinois State Board of Education
Donald F. Muirheid, Chairman

Donald G. Gill
State Superintendent of Education

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1981

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STATE BOARD OF EDUCATION
POLICY STATEMENT
ON
FAMILY LIFE AND SEX EDUCATION

PREAMBLE

The role of the family in our society has been receiving increased attention recently. Changes in life styles and values have produced a re-examination of ethical standards and behavior patterns, as well as societal and individual needs. One area of concern has been family life and sex education. The State Board of Education recognizes this concern, and supports the position that appropriate education programs are necessary to enable Illinois youth to gain a thorough, accurate understanding of this subject.

The development and implementation of programs in family life and sex education must be a cooperative venture which reflects the important roles played by parents, religious institutions, the community, and the schools. Participation of the community and these groups is essential to the success of family life and sex education programs. While also addressing particular community needs, programs should reflect prevailing community values.

As our society becomes more complex, the transition from youth to adulthood also becomes more complex. Children need assistance in acquiring information necessary for understanding and learning to cope with the problems of transition to adult responsibilitieis. A thorough understanding of family life and sex education should include factual information. It should also examine the ethical and religious implications of the information, and make students aware of alternatives in terms of moral and personal responsibilities.

Programs in family life and sex education are conducted in accordance with provisions of the Sex Education Act (Section 698.51 - 698.55, The School Code of Illinois). This legislation is permissive in nature, although it does set forth certain requirements for school districts that choose to offer such courses of instruction.

STATEMENT OF POLICY

I. Purpose

The State Board of Education reaffirms its support of family life and sex education programs in Illinois. While it recognizes the permissive nature of the Sex Education Act, the Board believes that such programs make a significant contribution to the education of Illinois students. Therefore, the Board strongly encourages local districts to institute and maintain appropriate programs in family life and sex education.

II. Programs

There has been an increasing acknowledgement among educators and other concerned citizens that the introduction of family life and sex education should begin during grade school years. The effects of mass media treatment of this subject, lowered age of puberty, and peer interaction have combined to lower the age when youngsters become aware of sexual behavior. It has been documented that this earlier awareness is often accompanied by misinformation and misperceptions. As a result, the State Board believes that school districts should address issues such as parenting and sexual behavior in the early grades.

The State Board also believes that family life and sex education should be coordinated with related topics. These would include such areas as health care and nutrition, drug and alcohol abuse, and consumer education. Through a comprehensive approach of this nature, youngsters will be better prepared for assuming adult responsibilities.

III. Implementation

In keeping with the principle of local program development, the role of the State Board of Education will be one of providing information and other forms of assistance upon request. To further this objective, the Board has formulated the attached set of guidelines for family life and sex education. The purposes of these guidelines include:

1. Establishing policies and procedures, criteria, standards, and recommendations for carrying out the intent and provisions of the Illinois Sex Education Act;

2. Providing assistance to local boards of education, school administrators, and community groups in developing and implementing new programs or extending existing programs;

3. Providing a written statement and supporting principles which make clear the State Board's position regarding the need for and the potential benefits of sound, sequential, comprehensive programs of family life and sex education in Illinois schools aimed at helping Illinois youth achieve a happy, healthful, and ethical life.

In formulating these guidelines, the State Board of Education has sought advice from a variety of sources. The Sex Education Advisory Board, as constituted under the Sex Education Act, has been performing a comprehensive examination of family life and sex education since its formation in 1965. It has served in an advisory capacity to the State Board of Education (and the predecessor of the Board, the Office of the Superintendent of Public Instruction) on matters pertaining to policy and procedure. State Board staff have consulted community, religious, medical, and educational leaders through workshops, conferences, individual meetings, and other forms of communication. Such input has been invaluable, and similar efforts will be pursued in the future in order to insure that family life and sex education programs remain current and beneficial to the youth of Illinois.

INTRODUCTION

The Illinois Sex Education Act was landmark legislation at the time it was approved by the Illinois General Assembly in 1965. It followed a trend in American education which was directed toward developing quality, comprehensive programs of education designed to help meet the needs of youth.

Sex education is receiving an increasing amount of attention nationally, and interest remains high in Illinois. This interest is reflected in a variety of ways. For example, the communication media in the past few years have devoted a substantial amount of time and space to this subject. There has been an expanding awareness among school personnel and community groups concerning the need for instruction in this important area.

The first Policy Statement on Family Life and Sex Education was developed in 1967 by the Sex Education Advisory Board and approved, printed, and distributed by the Office of the Superintendent of Public Instruction. It served a useful purpose in assisting local boards of education, local district personnel, and citizens to establish sound programs.

The information contained in this revised edition of the Policy Statement is intended to reflect current developments and an updating of factual information related to education for family life-sex education. It is hoped that as schools extend programs, they will, in turn, assist Illinois youths in becoming happier, sexually responsible, better adjusted, and more emotionally secure men and women.

The Illinois Sex Education Act, Section 698.51-698.55, The School Code of Illinois, became law in 1965. The Act is permissive, not mandatory legislation, which means that a final decision concerning whether or not to offer a program is the responsibility of local boards of education.

The Act encouraged the Illinois State Board of Education to: (1) promote and aid in the development of wholesome and comprehensive programs of family life-sex education in Illinois public elementary and secondary schools, (2) establish a library of educational materials which will be available to Illinois schools developing programs of sex education, (3) aid in the establishment of educational programs in the colleges and universities of Illinois for the instruction of prospective teachers in training, and (4) encourage the establishment of teacher workshops and institutes at the various district and/or regional levels for the preservice and in-service preparation of teachers to improve their competence to conduct classes in sex education.

The Act also provided for the establishment of a Sex Education Advisory Board (SEAB) consisting of nine members: five representatives of Illinois State agencies, designated in the Act, and four members appointed by the Superintendent of Education to represent the general public. The basic function of the Sex Education Advisory Board is to serve in an advisory capacity to the Illinois State Board of Education and the State Superin-

tendent of Education on the policies and procedures related to the development of comprehensive programs of family life and sex education in Illinois public schools. The Board has the following specific functions:

(1) make recommendations in regard to policies for distribution of the sex education materials including, but not limited to, the policies relating to the grade levels to which films are to be shown, the age at which such films are first to be received, the frequency of exhibition, and the general method of presentation; and

(2) examine motion pictures, literature, and educational programs; and to recommend criteria in regard to the scope and emphasis of such motion pictures, literature, and educational programs.

The Illinois State Board of Education has the final official responsibility at the state level for promoting, aiding, and guiding the development of educationally sound programs of family life-sex education in Illinois public schools. In carrying out its responsibilities, it will utilize the advice and recommendations of the SEAB in accordance with the provisions of the Sex Education Act and the legal authority and responsibility vested in the State Board of Education.

LEGAL BASIS FOR FAMILY LIFE-SEX EDUCATION

The legal regulations relative to family life-sex education are found in The School Code of Illinois and Title IX Regulations of the Education Amendments Act of 1972. Title IX is the first comprehensive federal law to prohibit sex discrimination in the admission and treatment of students by educational institutions receiving federal assistance.

The Sex Education Act is reproduced in Appendix "B" of this document.

Section 27-9.1, The School Code of Illinois states:

"No pupil shall be required to take or participate in any class or course in comprehensive sex education if his parent or guardian submits written objection thereto, and refusal to take or participate in such course or program shall not be reason for suspension or expulsion of such pupil. Nothing in this Section prohibits instruction in sanitation, hygiene, or traditional courses in biology.

An opportunity shall be afforded to such parents or guardians to examine the instructional materials to be used in such class or course."

Sec. 27-9.2. states "Family life: If any school district provides courses of instruction designed to promote wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic, and social responsibility aspects of family life, then such courses of instruction shall include the teaching of the alternatives to abortion, appropriate to the various grade levels.

The State Superintendent of Education shall prepare and make available to local school districts courses of instruction designed to satisfy the requirements of this Section."

Title IX states that courses may not be provided separately on the basis of sex; however, it does state that:

"Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females."

As a result of litigation, the State Superintendent of Education has been directed to insert the following language in this policy statement:

> In all school systems in the State of Illinois which furnish instruction on Family Life, when such instruction includes information on contraception, instruction on abstinence from sexual activity and refraining from sexual intercourse as an alternative method of pregnancy prevention shall be furnished.

GUIDELINES FOR FAMILY LIFE-SEX EDUCATION

In providing family life-sex education in Illinois, the school, along with the home, church, and community, must accept its share of responsibility for preparing young people to understand the dimensions and responsibilities of sexual behavior.

The Illinois Sex Education Act offers an opportunity and a challenge to Illinois schools and communities. The addition of family life-sex education in those schools where it has not been a part of the curriculum or further improvement of existing programs presents many challenges to school administrators, boards of education, and teachers. Illinois schools should move ahead, however, and provide education for family life-sex education programs for Illinois youth under the leadership of local boards of education and school administrators.

There is still much confusion and sharp differences of opinion among health, education, and lay persons regarding the what, why, how, and when of family life-sex education. In general, family life-sex education includes those educational processes designed to help young people develop a better understanding of the roles and responsibilities that they may have as adults.

Family life-sex education is a cooperative effort by the home, school, church, and community to provide selected learning experiences and guidance for young people--in school and out--concerning the needs, interests, problems, and goals that arise out of human psychosexual development, primarily as related to love, marriage, parenthood, and family life. It is aimed at helping young people develop attitudes, values, goals, and practices-- based on sound knowledge--that will better enable them to express their sexual impulse as a constructive force in modern democratic living that is socially and ethically acceptable as well as personally satisfying.

In accordance with the general intent of the Illinois Sex Education Act, guiding principles have been formulated by the Sex Education Advisory Board for use in promoting the development of sound and comprehensive programs of sex education in the elementary and secondary schools of Illinois.

1. Family life-sex education programs, to be really effective, must be carefully and thoughtfully planned at the local community level under the general administrative authority, responsibility, and direction of the local board of education and school administration. Active, constructive involvement of parents, teachers, and community leaders and groups is essential. Every reasonable effort should be made to insure that the community understands, accepts, and is ready for the family life-sex education program before it is inaugurated or extended.

2. Family life-sex education involves the home, school, church, and community all working cooperatively towards areas of common agreement. The primary responsibility for family life-sex education

begins in the home. However, even conscientious parents may find it difficult to meet the developmental needs of their children for such instruction; thus, the school has an important role in providing sex education. Although the home and school have key roles in sex education, they cannot do the job alone because sex and sexual behavior involve the whole person and his or her life style in the community environment. Therefore, other community entities such as the church, voluntary agencies, and governmental programs can make important contributions to the sex education of young people.

3. Family life-sex education should include the biological, psychological, and social aspects of sex, as sexual conduct involves the whole person and his or her values and life style.

4. Family life-sex education in schools should be a continuous process based upon a sequential learning progression planned for Grades K-12 and special education programs. The curriculum should be based upon the problems, personal-social needs, and concerns of students.

   The scope and sequence will vary somewhat in different schools and communities. The topics included and the emphasis will, of course, vary at different grade levels in accordance with the age and maturity levels of the students, from young children to young adults.

5. Family life-sex education is concerned with both facts and values. It should be conceived and planned as an integral part of education for personality and character development, guided by positive ideals and goals. The focus should be on the constructive and responsible use of sexuality in human living. In making their own decisions about sex in their lives, students need factual information.

6. Illinois youths are growing up in a democratic, pluralistic society wherein many traditional behavioral patterns and standards are being challenged. Youths are subjected to a great deal of sexual information through the mass media. They need to be able to meet and adjust to current conditions by making intelligent choices and responsible decisions. Provisions should be made for class discussions and communication among students, teachers, and counselors. Assisting youths in critically and constructively analyzing current sexual concerns and issues and in drawing sound conclusions is desirable from both the personal and social point of view.

7. Family life-sex education should not be an isolated or special facet of education. Since Illinois schools are now required to teach health education, it provides an ideal host area for well-planned family life-sex education units. Other disciplines may incorporate instruction about sex education where appropriate; however, such instruction should be supplemental to, not a substitute for, the basic family life-sex education unit.

8. Family life-sex education should be planned to take into account individual differences and to anticipate the developmental needs of children and youths. Individual counseling should be provided in addition to classroom instruction, so that aid can be given to students in an effort to help them resolve their personal concerns and problems.

9. The school, in handling sensitive issues in family life-sex education, should be mindful of the varying moral, ethical, and religious beliefs of students, their parents, and society. It is desirable that curriculum units include, but not necessarily be limited to, information concerning teenage pregnancy, adolescent parenting, conception control (birth control), natural family planning, sexually transmissible diseases (VD), sexual abuse of children, masturbation, rape, prostitution, nonmarital intercourse, nocturnal emissions, homosexuality, abortion, and alternatives to abortion. Teachers should not be hesitant about referring pupils to their parents, family physician, clergy, and/or school resources personnel for additional information and discussion.

10. The quality of teaching is an important factor in the success of any educational program including family life-sex education. Teachers should be carefully selected and adequately prepared. They should be willing to supplement their preparation and improve their competence in family life-sex education.

    Family life-sex education may be taught by regular classroom teachers--either men or women, married or single--who are emotionally mature, well-adjusted, and sincerely interested in understanding, working with, and helping children and youths to make sexuality a constructive part of their personalities, characters, and lives. The most effective teachers will be those with interest, enthusiasm, understanding, tolerance, and good preparation. All teachers, even those not directly involved in teaching sex education, should be informed about the program.

    Schools will have to assume the major responsibility for teaching; however, this does not preclude the limited use of field trips or competent resource people when appropriate. It is doubtful if an effective program can be planned and carried out based solely on the use of special resource persons from outside the school. The program will be no better or worse than the teachers who help plan and carry it out in the local schools. Preservice and in-service programs utilizing modern instructional methods and materials are essential to the ongoing success of family life-sex education programs in Illinois schools. School districts should investigate the availability of and ways to use such programs through universities in their area.

11. Family life-sex education may be taught either in mixed classes (supplemented by individual counseling on personal questions and problems) or in separate classes for boys and girls, depending upon the school and grade level and upon local school-community conditions. However, it is desirable to teach family life-sex education in mixed classes, so that both masculine and feminine points of view may be taken into account when basic problems and issues are discussed. Mixed classes are one step toward a goal of sex education: to help boys and girls and men and women understand, appreciate, and get along better with each other to the end of promoting happy, healthy human relationships.

12. The instructional methods used in family life-sex education programs should be based upon sound educational principles as related to established objectives. Sex education materials such as films, anatomical models, charts, pamphlets, textbooks, and teacher and student library reference books should be carefully selected. Audiovisual aids are integral parts of planned instruction. However, they are not a substitute for a sound program. Adequate preparation of students before use of such aids and discussion afterwards is essential for effective learning.

13. Continuous evaluation is essential to the development, maintenance, and improvement of any quality educational program. Evaluative and testing procedures should be planned and used as an integral part of family life-sex education. Both student learning and the effectiveness of the program should be periodically appraised in terms of progress made towards achieving objectives. It is recommended that evaluative procedures be approved by the school administration, working cooperatively with a local curriculum committee, before they are used in schools.

14. While it may be traditional to portray the family as the nuclear one of mother, father, and children, teachers must recognize and accept the many differences in contemporary family structure.

15. In teaching family life-sex education, teachers must be sensitive to the developmental differences between girls and boys and should portray females and males without prejudice and stereotyping.

16. It is important to establish open communication with students in order to deal with their questions and concerns; however, it is wise for the teacher to avoid classroom discussion of personal situations involving school personnel or individual students. Classroom guidelines to help everyone maintain an objective attitude should be determined by teachers and students as an initial step in introducing the unit.

17. In all school systems in the State of Illinois which furnish instruction on family life, when such instruction includes information on contraception, instruction on abstinence from sexual activity and refraining from sexual intercourse as an alternative method of pregnancy prevention shall be furnished.

GENERAL OBJECTIVES FOR FAMILY LIFE-SEX EDUCATION

General objectives have been designed to help students to:

(1) understand the meaning and significance of marriage, parenthood, and family life, so they can help strengthen the family as the basic social unit.

(2) understand affection, sex, and love as constructive forces in modern life.

(3) open channels of communication with their peers, parents, teachers, and counselors concerning the meaning, significance, and potential values of sexuality in human life.

(4) develop positive attitudes of self-identity, self-worth, and respect for others as integral components of their personality and character development, so they can perceive their roles as responsible and mature individuals in contemporary society.

(5) understand and appreciate the sexual side of human nature, so that their own psychosexual development may occur as normally and healthfully as possible without feelings of embarrassment or guilt.

(6) identify reliable sources of information and assistance relative to inquiries and problems they may have relative to sexuality.

(7) understand that male and female relationships can add to their enjoyment and give meaning to their lives while irresponsible behavior can result in a distorted attitude toward sex, love, and affection which may lead to undesirable consequences for the individuals involved and society.

(8) understand the basic anatomy and physiology of the male and female reproductive systems and human reproduction.

(9) develop a healthy attitude toward sexuality including respect for one's own body as well as others.

(10) develop an understanding of traditional and changing male and female roles in our society.

(11) acquire a knowledge of key facts and basic concepts, develop wholesome attitudes and practices, and acquire skill in the critical analysis of basic problems and issues in sex education.

(12) understand the physical and emotional changes associated with the maturation processes.

(13) learn about legal, ethical, and societal aspects of sexuality such as marriage, divorce, broken homes, rape, prostitution, homosexuality, abortion, alternatives to abortion, and the sexual abuse of children.

(14) understand the key facts and basic concepts of human genetics as related to parenthood and family life, including where and how to secure "genetic counseling" if and when needed.

(15) learn the key facts and basic concepts about sexually transmissable diseases (VD) and the role of teen-agers and young adults in the prevention and control of these prevalent communicable diseases.

(16) understand human pregnancy, the birth process, and the need for health care of the parent and the developing child during prenatal development to insure insofar as possible the development of a healthy baby.

(17) gain an appreciation of the importance of adequate prenatal medical care, the essential need for meeting the nutritional needs of both the mother and the fetus, the long term nutritional needs of children, and the potential deleterious effects that can accrue to the fetus through the mother's use of alcohol, drugs, and smoking.

(18) understand more fully the social and historical significance of boy-girl relationships in our pluralistic society and in other societies.

(19) learn about world population and the need for an intelligent consideration of the basic issues of population growth and their relationship to human health and welfare.

(20) understand the personal and social implications of single life, single parenthood, communal life, and other alternatives to marriages.

(21) realize that there are important major differences, as well as some similarities, between human and animal families.

(22) understand the differences between love and infatuation; to identify and appreciate the traits of a prospective husband or wife which are most apt to make for a wholesome, healthy, and happy marriage.

(23) learn how to develop and maintain positive standards of behavior based upon the progressive acceptance of responsibility for one's own sexual behavior as it affects others as well as one's self, with both sexes accepting equal responsibility.

(24) understand that progressive acceptance of responsibility for making wise decisions and moral choices in sexual matters requires a knowledge of relevant facts, standards and values, alternatives and their consequences as related to long-range as well as immediate desires and goals.

APPENDIX A
CRITERIA FOR SELECTING INSTRUCTIONAL MATERIALS

Carefully selected and relevant instructional materials are a necessary component of the family life-sex education program. During the past decade, abundant materials have been developed for this area. The primary problem the school faces is one of selecting from the available materials those which will meet local needs most effectively and will be acceptable to the community.

The final responsibility for selecting the materials to be used in the family life-sex education program rests with the local board of education and the school administration. Section 27-9.1, The School Code of Illinois, affords parents or guardians the opportunity to examine the instructional materials to be used in such courses.

Since it is known that materials used by one district may not be acceptable to a neighboring district, it is strongly recommended that each district establish a materials evaluation committee to review, preview, and recommend materials which it anticipates will make a positive contribution to the instructional program. Some districts have found it advantageous to include some parents and students on the materials evaluation committee.

PRINTED MATERIALS

Presently, there are extensive printed materials from which to choose. They include textbooks, charts, cartoons, pictures, maps, posters, and study and activity guides. They come in a variety of formats and range in cost from free to quite expensive. Materials evaluation committees will need to identify those materials which are to be used by students, those to be placed in the materials center, and those explicitly for staff use. In selecting materials, the following points must be considered:

(1) Is the material supportive of local philosophy and curriculum objectives?
(2) Are the reading level, vocabulary, terminology, and subject matter appropriate for the intended grade or ability level?
(3) Is the size and type of print appropriate?
(4) Are the materials scientifically accurate?
(5) Do the materials have good illustrations?
(6) Is the format such that it will capture and maintain student interest?
(7) If the materials are to be used over a period of time, are they durable and up-to-date?
(8) Are the costs of the materials reasonable and are they readily available?

AUDIOVISUAL MATERIALS

Audiovisual aids can make a positive contribution to the sex education instructional program. Many types of audiovisual aids are available. They include films, video tapes, radio, television, recordings, records, filmstrips, models, transparencies, and slides. Materials should never be used until they have been carefully previewed.

Persons who preview aids should consider the following questions:

(1) Why is this aid being considered?
(2) Is it appropriate for the students being taught?
(3) For what grade level is it best suited?
(4) Will the materials supplement the instructional program?
(5) Are the costumes, properties, and scientific content up-to-date?
(6) How can the aid be most advantageously incorporated into the instructional program?

Audiovisual aids are most commonly used: (1) to introduce a unit, (2) to summarize a unit, or (3) as an integral part of teaching a unit. They should be used only for a specific teaching purpose. The teacher will have to determine when a particular aid can be used most advantageously. Audiovisual materials should be supplemental to classroom instruction and not a substitute for it.

Normally, only one aid should be used during a regular class period. It is important that the teacher have rapport with the student before using instructional aids. Students should understand that the aid is an important component of the course content, and that they are responsible for knowing the content presented. The teacher should point out important concepts to be learned from the aid.

A general class discussion should immediately follow the presentation to ascertain what has been learned, to answer questions, and to update scientific content. Evaluation and follow-up discussions will help students organize materials for later use.

PLANNING FOR USE OF MATERIALS

In order for audiovisual aids to be a valuable adjunct to the instructional program, they must be available when needed. Materials may be borrowed from the following sources:

Audiovisual Librarian
Illinois State Library
209 Centennial Building
Springfield, Illinois 62706

Illinois State Board of Education
Media and Resource Center
100 North First Street
Springfield, Illinois 62777

All the state universities and many regional superintendents of schools maintain audiovisual libraries which rent or provide free a variety of materials. Request audiovisual catalogues from all sources; they list costs, if any, and procedures for ordering and returning materials. School districts will find it advantageous to purchase basic materials. Locally owned materials obviate most of the difficulties associated with scheduling, delivery, and use.

The forms which follow were developed to assist local school district personnel to evaluate printed and audiovisual materials. The forms may be used in their present form or modified to meet specific local needs.

Evaluator(s): _____

_____

Date of Evaluation: _____

Sample Format -- Distributed by ISBE for LEA discretionary use only. May be modified and/or copied to meet LEA specific needs. Do not complete and return to ISBE.

EVALUATION OF PRINTED SEX EDUCATION MATERIALS

TITLE OF MATERIAL

TYPE OF MATERIAL (Book, Pamphlet, etc.)	NUMBER OF PAGES	AUTHOR

PUBLISHER

COPYRIGHT DATE	PURCHASE COST

CHECK THE BOX AT RIGHT THAT BEST DESCRIBES YOUR OPINION FOR EACH STATEMENT BELOW	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
1. The material (including references) is scientifically accurate and up-to-date.						
2. The material is consistent with district philosophy and curriculum objectives.						
3. The material avoids stereotyping of ethnic groups.						
4. The material avoids sex role stereotyping.						
5. The reading level is appropriate for the grade levels or special program(s) checked below (bottom of page).						
6. The content is appropriate for the grade levels or special program(s) checked below.						
7. The material is presented in good taste.						
8. The material portrays more than one segment of society.						
9. Preparation time needed to use the material is realistic in relation to amount of time allocated for teaching sex education.						
10. The material encourages student critical thinking and/or problem solving.						
11. Illustrations and/or diagrams are of good quality.						
12. The material is durable.						

Comments:

☐ **Yes** ☐ **No** Is the material recommended for use in the district?

If yes, indicate recommended grade levels and/or special program use.

☐ K-3
☐ 4-6
☐ 7-9
☐ 10-12
☐ Special Program(s) _____

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Sample Format -- Distributed by ISBE for LEA discretionary use only. May be modified and/or copied to meet LEA specific needs. Do not complete and return to ISBE.

Evaluator(s): _____

Date of Evaluation: _____

EVALUATION OF AUDIO-VISUAL SEX EDUCATION MATERIALS

TITLE OF MATERIAL

TYPE OF MATERIAL (Film, Slide, Poster, etc.)	IF FILM/SLIDES ☐ Black and White ☐ Color	LENGTH/SIZE (No. of Minutes of Film, No of Slides, etc.)

SOURCE

DATE PRODUCED	PURCHASE COST	RENTAL COST

DURATION OF LOAN PERIOD	AMOUNT OF DELAY (in hours, days, or weeks) IN RECEIPT AFTER ORDERING

CHECK THE BOX AT RIGHT THAT BEST DESCRIBES YOUR OPINION FOR EACH STATEMENT BELOW	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	Not Applicable 0
1. The sound is clear and pleasant.						
2. Visual images are clearly presented.						
3. Equipment needed to present the material properly is available for district use.						
4. The material is scientifically accurate.						
5. The material is consistent with district philosophy and curriculum objectives.						
6. The material avoids stereotyping of ethnic groups.						
7. The material avoids sex role stereotyping.						
8. The vocabulary is appropriate for the grade levels or special program(s) checked below (bottom of page).						
9. The content is appropriate for the grade levels or special program(s) checked below.						
10. Preparation time needed to use the material is realistic in relation to amount of time allocated for teaching sex education.						
11. The material is presented in good taste.						
12. The material encourages student critical thinking and/or problem solving.						

Comments:

☐ **Yes** ☐ **No** Is the material recommended for use in the district?

If yes, indicate recommended grade levels and/or special program use.

- ☐ K-3
- ☐ 4-6
- ☐ 7-9
- ☐ 10-12
- ☐ Special Program(s) _____

APPENDIX B
SEX EDUCATION ACT

An act in relation to the promotion of an educational program in the schools of this State concerning family life, sex and venereal disease, to establish a division of sex education in the Office of Superintendent of Public Instruction, to define the powers and duties of such division, and to make an appropriation therefor. Approved August 17, 1965.

"Be it enacted by the People of the State of Illinois, represented in the General Assembly":

698.51 Short title. 1. This Act shall be known and may be cited as the "Sex Education Act."

698.52 Division of sex education. 2. There is hereby established a Division of Sex Education in the Office of Superintendent of Public Instruction.

698.53 Sex Education Advisory Board. 3. A Sex Education Advisory Board is established and shall consist of 9 members. The Director of Corrections, the Director of Children and Family Services, the Director of Mental Health and Developmental Disabilities, the Director of Public Health and the Director of Public Aid shall serve as ex officio members of the Advisory Board. However, any such director may designate an individual employed by his Department to serve in his place and represent his Department on the Advisory Board. The Superintendent of Public Instruction shall appoint 4 persons to the Advisory Board who shall be members of, and shall represent, the general public. In making such appointments the Superintendent shall give due consideration to the recommendations of various religious, professional, civic and educational groups interested in providing sex education in public schools. The terms of these public members shall terminate February 1, 1967. Thereafter, new appointments of the public members shall be made in like manner and such members shall serve 4 year terms of office and until their successors are appointed and qualifed. Vacancies in the terms of public members shall be filled in like manner as original appointments for the balance of the unexpired term or terms. All members of the Advisory Board shall serve without compensation but shall be reimbursed for necessary expenses incurred in performing their duties.

The Board shall examine the motion pictures, literature and educational programs as provided for by this Act, and shall recommend criteria in regard to scope and empnasis of such motion pictures, literature and educational programs. The Board shall also make recommendations in regard to policies for distribution of the sex education materials, including but not limited to the policies relating to the grade-levels to which such films are to be shown, the age at which such films are first to be received, the frequency of exhibition and the general method of presentation.

The Board shall select a Chairman and establish rules and procedures for its proceedings not inconsistent with the provisions of the Act. All matters coming before the Board shall be decided by a majority vote of those present at the meeting.

698.54 Powers and duties of division. 4. The Division shall have the following powers and duties:

(a) To aid in the establishment of educational programs designed to provide to pupils in elementary and secondary schools of this State, wholesome and comprehensive education in regard to the emotional, psychological, physiological, hygienic, and social responsibility aspects of family life and sexual relations, and the dangers of illicit sexual relations;
(b) To establish a library of motion pictures, literature and other educational materials to be made available to any elementary or secondary school establishing such an educational program and allowed to receive such materials under the rules and regulations of the Division;
(c) To aid in the establishment of educational programs within the universities and colleges of this State for the instruction of teachers in training, and at the various district, regional or county institutes conducted under the provisions of the "School Code," designed to enable teachers to effectively conduct classes in such a program.

698.55 Rules and Regulations. 5. The Division, with the approval of the Sex Education Advisory Board, shall establish and may change the rules and regulations necessary to carry out the provisions of this Act.*

*Reprinted from The School Code of Illinois, 1979.

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